DOCUMENT RESUME

ED 278 400 IR 051 759

AUTHOR	Franz, Eckhart G.
TITLE	Archives and Education: A RAMP Study with Guidelines.
INSTITUTION	United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO	PGI-86-WS-18
PUB DATE	86
NOTE	62p.
PUB TYPE	Guides - General (050) -- Viewpoints (120)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Archives; Developed Nations; Developing Nations; Elementary Secondary Education; Exhibits; Foreign Countries; Guidelines; *History Instruction; *Instructional Materials; *Learning Activities; Primary Sources; Program Development; Social Studies; Teacher Role; *Teaching Methods
IDENTIFIERS	Archives Education Services

ABSTRACT

Prepared under contract with the International Council of Archives for Unesco's Records and Archive Management Programme (RAMP), this study explains and documents the variety of ways in which archives can be made an integral part of pre-university education, and illustrates how both teachers and students can increase their understanding and appreciation of history by becoming familiar at first hand with the source materials essential for the writing of history. The study is intended both for teachers who could benefit from archival outreach programs and for archival administrators and archivists who are encouraged to establish or further develop programs in this area. The introduction provides a historical summary of the role of archives in education, and subsequent chapters discuss objectives and target groups for teaching with archives; different tasks for different types of archives and archival documents; the various fields of action of archives education services; the organization of archives education services; and teaching aids from archives. Major results and conclusions of the study presented in the form of summary guidelines conclude the report. A bibliography and listing of acknowledgements are included; and two specimen archival documents with suggestions for educational use are appended. (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED278400

PGI-86/WS/18

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Archives and Education: a RAMP study with guidelines

Reproduced by permission of
UNESCO

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

C. Coudert-Schklowski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

Paris, 1986

IR051759

BEST COPY AVAILABLE

Original: English

PGI-86/WS/18
Paris, 1986

Archives and Education: a RAMP study with guidelines

prepared by

Eckhart G. Franz

General Information Programme and UNISIST
United Nations Educational,
Scientific and Cultural Organization

Recommended catalogue entry :

Franz (Eckhart G.). - Archives and education : a RAMP study with guidelines / prepared by Eckhart G. Franz [for the] General Information Programme and UNISIST. - Paris : Unesco, 1986. - 59 p. ; 30 cm. - (PGI-86/WS/18)

I - Title

II - Unesco. General Information Programme and UNISIST

III - Records and Archives Management Programme (RAMP)

© Unesco, 1986

PREFACE

The Division of the General Information Programme of UNESCO in order to better meet the needs of Member States, particularly developing countries, in the specialized areas of records management and archives administration, has developed a coordinated long-term Records and Archives Management Programme - RAMP.

The basic elements of the RAMP programme reflect the overall themes of the General Information Programme itself. RAMP thus includes projects, studies, and other activities intended to:

- develop standards, rules, methods and other normative tools for the processing and transfer of specialized information and the creation of compatible information systems ;
- enable developing countries to set up their own data bases and to have access to those now in existence throughout the world, so as to increase the exchange and flow of information through the application of modern technologies ;
- promote the development of specialized regional information networks ;
- contribute to the harmonious development of compatible international information services and systems ;
- set up national information systems and improve the various components of these systems ;
- formulate development policies and plans in this field ;
- train information specialists and users and develop the national and regional potential for education and training in the information sciences, library science and archives administration.

The present study, prepared under contract with the International Council on Archives, explains and documents the variety of ways in which archives can be made an integral part of pre-university education. It illustrates how both teachers and students can increase their understanding and appreciation of history by becoming familiar at first hand with the source materials essential for the writing of history. The study is intended for both teachers who could benefit from archival outreach programmes, and for archival administrators and archivists who are encouraged to establish or to further develop programmes in this area.

Comments and suggestions regarding the study are welcomed, and should be addressed to the Division of the General Information Programme, UNESCO, 7 place de Fontenoy, F-75700 Paris. Other studies prepared under the RAMP programme may also be obtained at the same address.

TABLE OF CONTENTS

1. Introduction

2. General Considerations

2.1 Objectives and Target Groups for Teaching with Archives

2.2 Different Tasks for Different Types of Archives and Archival Documents

3. The Various Fields of Action of Archives Education Services

3.1 Information on Archives and Archival Work

3.2 Exhibition and display

3.3 Teaching with Archives

3.4 Personal or Group Research

4. The Organization of Archives Education Services

4.1 The Role of the Archivist

4.2 The Role of the Teacher

4.3 Specialized Archives Education Staff

4.4 Localities and Equipment

4.5 The Use of Public Media for Archives Education Programmes

5. Teaching Aids from the Archives

5.1 The Scope of Archival Publications for Educational Purposes

5.2 Guides and Special Lists

5.3 Facsimile Collections, Document Packs and Archive Teaching Units

5.4 Audio-Visual Publications: Slides and Video Shows

6. Guidelines and Recommendations

7. Bibliography

8. Acknowledgements

9. Annexes

1. INTRODUCTION

UNESCO stands for United Nations Educational, Scientific and Cultural Organization. The scientific and cultural significance of Archives, their role as a reservoir for scholarly research and as a prominent part of a nation's cultural heritage have placed them within the scope of UNESCO's activity from the beginning of the organization. UNESCO sponsored the creation of the International Council on Archives, which held its first International Congress in Paris, in August 1950. Two months later Charles Braibant, Director General of the French Archives and newly elected President of ICA, initiated the first "Service éducatif" in conjunction with the Museum of French History at the Paris National Archives, one of the lasting contributions of this eminent archivist to the reorientation of the archival profession.

The idea of archival exhibitions as permanent displays of precious documents in museum style or as occasional presentations to celebrate special events is certainly much older, and the occasional visitors to such exhibitions will have included university or high-school students or even student groups which were led there by an interested teacher. Starting in 1880, repeated ministerial instructions in Belgium asked the heads of educational institutions to organize such visits to exhibitions in the central and provincial archives, and in 1912 a French circular provided for the instruction of future teachers on the potential use of archival documents in history teaching, which was to be accompanied by a visit to an archives repository. In England the first recommendations to use original historical documents in school were found in H.M. Inspector's reports in the 1850's. There were certainly school visits to archival institutions, perhaps following or preceding similar visits to a museum, a hospital or a sugar factory.

The novelty of the French approach of 1950 was the idea of a systematic cooperation between archivists and educators to facilitate the educational use of archival resources. Within the Service éducatif, as it was established at the National Archives and subsequently at virtually all of the Archives départementales (regional) archives and also at some of the municipal repositories, history teachers on part-time secondment were charged with the preparation of archival exhibitions which corresponded to educational needs, with the formulation of explanatory texts, with the organization of guided visits to the exhibitions or to the repositories, a field of action which was to be expanded later.

News about the French archivists' invasion into the educational domain spread rather quickly in Europe. This was due to another invention of Charles Braibant: the Stage technique international des Archives, an international archives course which he inaugurated at the French National Archives in Paris in the winter of 1951/52. Only two years later, in 1953, a symposion of archivists and teachers in Belgium voiced its enthusiasm for the French project [1]. In 1954 "Archives and education", "Les archives et l'enseignement", was the main theme of the First International Round Table Conference in Paris [2]. "Within ten years' time, every Frenchmann who leaves high-school, will remember the encounter with the breath of History which he experienced at his visit to the archives" was the visionary comment of a German archivist's report in 1956 [3].

[1] Cf. C.Wyffels. "De educatieve activiteiten van het Rijksarchief". Gedenkboek Michiel Mispelon. 1982, p. 602.

[2] Cf. "Les Archives et l'enseignement". Actes de la première Conference internationale de la Table Ronde des Archives. In: Une Table Ronde utile à l'Histoire. Paris: 1958

[3] Cf. Franz Herberhold, "Der Service éducatif in Frankreich. Seine Möglichkeiten bei uns". In: Geschichte in Wissenschaft und Unterricht 7 (1956), p. 288.

In spite of the quite encouraging results in France - a steady increase in the annual participation in Service éducatif activities with more than 30.000 students participating in 1958 when organized services existed in 20 departments, a figure, which rose to more than 200.000 with complete coverage in 1979- traditionally minded archivists in neighbouring European countries were rather slow to actually follow the French lead. The so-called "Service éducatif" which was attached to the "Vlaamse Huuis" in Anderlecht, a permanent exhibition of the Belgian General State Archives in the outskirts of Brussels, which opened in 1961, did not obtain the necessary educational personnel, so that is was practically restricted to the preparation of exhibitions.

It required a new generation of archivists and a new approach to history teaching to obtain a more general acceptance of the educatior mission of archives. Starting in the mid-1960's, there were lively discussions on the subject in various European countries. An extensive debate was held in late 1963 at the annual conference or "Studiedagen" of the Dutch Association of Archivists [4]. In spring 1965, at the IIIrd Congress of the G.D.R. "German Society of Historians", a special working session with archivists and museum curators was devoted to a first discussion on "Archives and School", with special reference to the positive French experience, and also to Russian precedents [5].

In 1969 leading archivists in Eastern and Western Germany, when defining the "public" responsibility of the archives, insisted on the necessity to take a more active part in public education. "It should be

[4]Cf. "De educatieve taak van het archiefwezen". Nederlands Archievenblad 67 (1963), 77 - 117

[5]Cf. Eberhard Schetelich, "Archiv und Schule". Archivmitteilungen 15 (1965), 106 - 110.

part of the archivist's responsibility to develop such educational and schools services as may be regarded appropriate", was the matter-of-fact formula of British Recommendations for Local Goverment Archives Services in 1971 [6]. Intervention in education at various levels is part of the archival "outreach" as American archivists had come to conceive it in the later 70's, when the positive results of archival activities in connection with the bicentennial celebrations of the American Constitution were transformed into a continuous programme.

That service to education is an integral part of the archivist's functions, as the French Manuel d'Archivistique put it in 1970, seems to be a matter of almost general consensus today, although there are still wide differences in the degree to which this postulate has been put into effect. While visits and studies of pupils of various ages at the archives, or lectures by archivists in schools are common practice in England and France, with a vast literature on methods to be used and practical experiences, other countries are just launching their first experiments in the field. Archives administrations in various Third World countries like Sri Lanka or Zimbabwe are cooperating with the education authorities in developing plans for a more active involvement of archives in teaching.

To assist such discussions where they are about to start and to give support to archivists who try to develop educational programmes of their own, is one of the major purposes of this study. The comparative analysis of experiences in various countries will serve to demonstrate the wide range of potential activities in the field. It will lead to some recommendations and to some warnings as well, though it may be too early as yet to define anything like standardized guidelines.

[6]Published by the Society of Archivists. Cf. Michael Cook. Archives Administration. London 1977. Appendix A, p. 203.

2. GENERAL CONSIDERATIONS

2.1 Objectives and Target Groups for Teaching with Archives

The acquisition, preservation and communication of documents which are needed for legal, administrative or research purposes have been defined as the basic functions of archives and archivists. Archivists have come to realize that communication should not be restricted to the rather narrow circle of administrators and academic researchers. Communication, "the basic archival function of making available and promoting the wider use of archives", as defined in the Dictionary of Archival Terminology, includes "the organization of exhibitions, documentary publications, lectures and other cultural and educational activities" [7]. If, in a democratic society, the public is called upon to pay for the preservation of archives, archivists have to prove that their holdings are useful to the public. There are instances where the use of archival records may render a concrete economic profit to the State. But the primary value of archives is their role as part of the cultural heritage, the contribution they can make to a better understanding of the past, of the historical roots of human environment, of national identities and of international interdependence. With this in mind it must be in the best interests of archivists to intervene at the moment when human ideas and convictions are formed, which means at the stage of primary or secondary education. It is evidently too simplistic to justify the educational engagement of archivists in terms of enlarging the future attendance of archival search-rooms, although this may be a side-effect too.

[7] Dictionary of Archival Terminology/Dictionnaire de terminologie archivistique. ICA Handbooks Series 3. München/New York/London/Paris 1984, p. 47.

Education is a life-long process, which does not stop with a higher school-certificate or with a university degree. Interpreted in this way, "Archives and Education" might include every aspect of "outreach" to a larger public, every exhibition which may contribute to the historical or political education of those who see it, the research use of archives by university students who prepare a master's thesis or a doctorate, or the archivist's support for the work of historical societies. For the purposes of this study, however, the term education will be restricted to education at school age, though some of the methods which are proposed here may easily be adapted to adult education as well.

The fairly recent receptivity of archivists to educational interests coincided with a new approach in the teaching of History. Generally speaking, modern teaching tries to replace the obsolete lecturer method, the traditional form of textbook-learning by the participation in a process of cooperative learning. For the teaching of History or Social Sciences this involves the more frequent use of documentary sources. Besides leading to a more immediate unterstanding of historical developments work on historical documents is supposed to train the student's critical thinking abilities in asking him to compare, to evaluate and to interpret historical evidence. Although printed selections of documents for educational use on a wide variety of historical subjects have been available for a long time, teachers may turn to the archives to give their pupils an idea what documents really look like and how they are preserved. This becomes a necessity when the school wants to use regional or local sources. Educators have come to realize that History, certain historical situations or developments are much more easily understood when they are presented in a familiar local context, by using concrete examples. This is particularly true for the field of social and economic

history. The fate of "Orphan Annie" or a report on a local poor house will achieve more than an abstract statement on 19th century pauperism. Curricula in a number of countries, in England as in the German Democratic Republic, give particular attention to the educational value of regional and local history and related archival documents. Personal research papers, as required in the new Cambridge model for 'A' level examinations in Britain and also in other countries, may draw upon archival sources.

At first sight, archivists will tend to think that educational visits to the archives or the presentation of archival documents in the school should be restricted to the older age-group of 16-18 year-old students. This is true, at least to a certain extent for individual research, and the concentration of teaching in History and Social Sciences at the more advanced level on specific,clearly defined subjects lends itself more readily to the use of archival material. There are, however, special projects (such as the Kansas History Resource Packets) which offer document selections for elementary school teaching too. British reports, in particular, have stressed the positive results of teaching with archives for younger children at the intermediate age groups of 10-13 and 13-16. A Schools' Council project for the 13-16 year old proposes personal or group studies on "History around us" and on the discovery of "unseen evidence" [8]. Beyond mere illustration, this type of exercises aims specifically at the development of the student's critical and evaluating skills. In some cases even children at the primary school age of 8-10 have been introduced to archival documents which illustrated the historical past of the local environment they were exploring. More

[8] Cf. The contribution of Jon Nichol, "Archives, History Teaching and the Reform of the Examination System for the 14-16 and 16-19 Age Ranges". Archives and Education. Conference Proceedings 1982 & 1983. London 1984,20 - 25.

recent experiences in France seem to point in the same direction.

2.2 Different Tasks for Different Types of Archives and Archival Documents

With the variety of educational purposes which have been outlined above, there are potential tasks in the educational field for all national or central archives as well as for regional or local repositories. Every archival institution can offer introductory visits to demonstrate archival work and the different types of archival holdings. The permanent exhibition of the Public Record Office in London or of the National Archives in Washington, which show a selection of documents of essential interest to National History, such as Domesday Book or the Declaration of Independence, will attract large numbers of class visits from the capital itself and from other parts of country. But not all central archives possess the exemplary exhibition facilities of the "Musée de l'Histoire de France" at the French National Archives, which, supported by the educational experts of its "Service éducatif", offers a wide range of possibilities for different educational projects. Many national archives will have difficulties in catering for individual school projects, for personal or group research by high school students. Teachers who want to use archival documents of local or regional interest will need to turn to the local or regional archives repository, the municipal, county or regional state archives. In the centralized French archives system, the "Service éducatif" organization spread from the National Archives to the network of regional repositories (Archives départementales). Educational activities in England or in the Federal Republic of Germany, on the contrary, started with the local archives, with county and municipal repositories, which, in Germany up to now, have been more active in this domain than most of the state archives. In their specific fields specialized archives services like literature archives, business archives or archives of political

parties may also offer educational facilities.

In theory all types of archival documents may be used for teaching purposes. Particularly for younger children visually attractive documents like illuminated charters and seals, maps or posters will be of special interest. With handwritten documents there will be problems of understanding, partly from the handwriting itself, partly from the use of foreign or old-fashioned language. These may be overcome by offering a transcript or translation alongside the original document, although older pupils may be intrigued to try some deciphering of their own. In any case, to prove its authenticity, the original document (or its facsimile) should always be shown.

For teaching use it will normally be the individual document or perhaps a short sequence of related documents, rather than a complete file, series or record group, which will be presented. It will be the archivist's task to identify relevant documents, which are understandable in themselves and representative of a certain problem or historical phenomenon. Archivists will learn to note such key documents if they come across them in the course of their work. They may want to establish special lists or guides for educational purposes, grouped by subjects or types of documents, possibly with a differentiation for the various age groups of student users.

Archivists and historians have had heated discussions about the problem of original documents versus copies or facsimiles. There is certainly a special attraction in touching a parchment that has been written upon in Carolingian times, to look at the original handwriting of somebody who is pictured in the history textbook or of one's own forefathers. But reasons of conservation will not allow the presentation of valuable and irreplacable originals everywhere and at all times.

A visit to the archives will always provide an opportunity to see original documents, and in special cases individual documents may be shown in other places as well. But the normal tool for class-room use will be the copy, the printed facsimile or the video-reproduction of documents. It is indeed the development of modern and relatively cheap copying techniques which has made it possible to extend "teaching with archives" to the large majority of schools which have no archives repository in their immediate vicinity.

3. VARIOUS "FIELDS OF ACTION" OF ARCHIVES EDUCATION SERVICES

3.1 Information on Archives and Archival Work

Even where a specific Archives Education Service exists, an archives repository will receive occasional group visits from one or another school, normally on the initiative of an interested teacher, who may remember his or her own archival studies as a student. Some of these groups will request only a general introduction to the work of an archives service and to its holdings. A typical visit of this sort, with the group coming to the archives on a prearranged date, may consist of a relatively concise introduction to the work of the archives and the types of documents they preserve, given by one of the archivists and followed by a guided tour of the premises, including the search and catalogue or finding aid rooms, the stack areas and the workshops; it may end on the presentation of selected documents, either in the form of a permanent exhibition or a special display. Some teachers will ask for the presentation of documents on a specific period or subject they are currently dealing with in school.

The effect of such an informational visit is certainly more meaningful and lasting, if it gives pupils the chance actually to study selected documents, to do some work of their own. Even with an exhibition, the

class may be divided into smaller groups which concentrate on a specific section and afterwards report on their results. It will be more attractive if the pupils can work on the documents themselves, even if, for conservation reasons, the "manipulation" may have to be restricted to copies. British county record offices have reported on their experiences with half-day sessions or a whole "experience getting day" in the archives, which are organized in this way. In the latter case, the first session in the morning is devoted to the general introduction with a first practical exercise on different types of documents,while the afternoon session deals with a specific subject, with about ten groups of three students each investigating records, e.g. on various aspects of the 19th century prison reform, followed by a closing presentation and discussion on their findings. Informational visits of this type may also serve as on opening for more intensive research projects over a longer period of time.

If, with the extension of educational services, demands for such visits become more frequent, the archives will try to economize their efforts. Archives may attempt to concentrate school visits on specific "open days". The Wiltshire County Record Office in England holds two open days in the beginning of every school year, with, on each day, two groups in the morning and two in the afternoon. At Gloucester the annual "Sixth Form Conference" can cater for a total of 150 pupils, with a whole day for every group of 30. With an organized Archives Education Service or "Service éducatif", the numbers of groups per year are, of course, much higher. In the French Archives départementales an annual total of one or even several thousand pupils is normal. But even there it may be necessary to restrict the visits to a certain day per week or every two weeks to allow for a rational use of available

staff.

For the presentation of documents, archives repositories with a relatively large number of visits which do not have an extensive permanent exhibition will have to develop standard sets or at least lists of documents for display purposes. These should be oriented, if possible, towards the most frequent syllabus subjects. To avoid repeating the routine introduction - at an "open day" possibly five or six times in a single day - larger repositories have replaced the personal lecture by a slide or video presentation, a practice which is reported among others for the National Archives in Washington, for U.S. record centers and for the Canadian Public Archives in Ottawa. Once an audio-visual introduction is available, copies may be lent or sold to individual schools to prepare for a visit to the archives or to introduce teaching with archives in the classroom. This may eventually lead to introductory films on archives and archival work being shown on school television programmes. Besides the U.S. National Archives color film Conquering the Paper Mountain of 1977, the American Society of Archivists' 1985 catalogue of Audio-visuals for Archivists lists a Minnesota Historial Society Film. The Timekeepers ,and quite a number of slide tape productions,such as It's Your Heritage from the Archives of Texas, an Introduction to the North Carolina State Archives, the presentation A Very Fragile Resource on the "documentary heritage" of Georgia, or Illinois State Archives' Windows on the Past, programmes of 8 to 18 minutes with 100 to 140 slides, normally designed for a synchronized carousel slide projector with audiocassette. some of them for sale...others for loan or internal use only.

3.2 Exhibition and display

The most widely spread method of presenting archival documents to a larger public is still the exhibition in show cases or an special display screens. There is an extensive literature on archival exhibitions and on the various problems involved. The older form is the permanent exhibition (in France "archival museum","musée d'archives") which, depending on the size of the repository and the space available, will present a selection of particularly interesting and visually attractive documents from the archival holdings. A well-conceived "museum" exhibition will combine the illustration of various periods, aspects and major events of national, regional or municipal history with the presentation of different types of documents, the development of hand-writing, of iconographic and cartographic techniques, and of administrative methods. There have been attempts, e.g. in the Osnabrueck State Archives (F.R.G.), to use such an exhibition for a systematic presentation of archival work.

With the exception of the large exhibition complex of the French National Archives in Paris, the so-called "Musée de l'histoire de France" in the splendid rooms of the Hôtel Soubise which actually presents a sequence of specialized exhibitions, most permanent displays will not allow for more intensive studies in connection with a specific scholastic syllabus subject. If they are well done, they may nevertheless be used to serve as an introduction to archives and archival work and to give a general idea of historical sources. They may also succeed in arousing the student's curiosity and thus a more intensive interest in History as such,which is certainly an educational effect.

Generally speaking, the educational impact will be more significant with specialized exhibitions. Here again, there is a wide range from

large, representative events, which may include documents from different archival repositories, with a more or less important complement of pictures and other museum materials, to the small ad hoc display of a few dozen documents in the show-cases of a municipal archives repository. There is a wide variety of possible subjects and occasions such as the commemoration of some anniversary, an important conference, an inauguration, or special events like International Women's Year. There may be colourful and fascinating archival exhibitions on seals and heraldry, on cartographic records, or on specific aspects of the historical past, on the history of arts and craft or of the theatre.

Since most of the themes are not chosen in relation to a scholastic syllabus, the "educational success" of such exhibitions, the amount of interest from schools and teachers, will vary. Archival exhibitions of special importance or on a subject of specific actuality may attract a large number of school visits, and, if they are advertised long enough in advance, teachers may even orient their teaching programme accordingly. This accounts for the growing success which one of the German State Archives administrations enjoys with a routine programme of travelling exhibitions. Every year since 1972 the three Hessian State Archives have prepared a joint exhibition on subjects such as "Parliamentarism in Hesse", "Industrialisation in Hesse", "The Huguenots in Hesse" or "Hesse and the American Revolution", exhibitions on between 30 to 40 easily transportable boards, which in the course of two years circulate to 20 or more towns and are seen by up to 70.000 people including a large percentage of school groups. By now numerous teachers ask at the beginning of the year for the subject of forthcoming exhibitions.

A detailed discussion of the problems which are connected with archival exhibitions would go beyond the scope of this study. There are

certain general problems of presentation, the danger of over-burdening the visitor, the choice of visually attractive documents and an aesthetic design, the optimal mixture of written and iconographic documents, the necessity of interpretation and possibly transcription of documents which are normally not self-explanatory, problems that exist for the general public as well as for teachers and students. Archivists have drawn on the experience of museum experts and designers to improve their exhibition techniques. In most countries, so far, they only rarely consult with educators in preparing their exhibitions. Apart from a better adaptation of exhibitions to educational needs, teachers or archives education officers could assist in preparing special instructions and worksheets for educational use, beyond the normal exhibition catalogues. In some cases, where the archives does not yet have an educational expert on its staff, it may be able to enlist the assistance of an educational adviser at the museum Cooperation with the museums is advisable in any event, in order to avoid the possibly boring effect of a "book on boards" without illustrations.

The possibility of enlarging the geographical scope of an archival exhibition by the organization of travelling exhibitions has been mentioned. If they are intended to go to smaller towns, without special display facilities, such exhibitions will have to rely on facsimiles, which are also used in place of the more valuable pieces in permanent exhibitions. Along these lines, the U.S. National Archives offer facsimile versions of some of its smaller exhibitions on The Holocaust or Black Americans in Congress. Experience has shown that the use of reproductions will not necessarily diminish the effect of an exhibition, which may actually be increased by skilful enlargement and photo-combinations. Explanations may be provided in the form of tape recordings. For all

exhibitions including travelling ones, there is the basic problem that they are only available for a restricted period of time,which may not be the period when teachers might need it. There can be a lasting effect, however, in using the exhibition materials to prepare duplicable teaching aids such as video-displays, sets of slides, document packs or publications, which are to be discussed later in this study. Even a well-conceived illustrated catalogue may subsequently be utilized for teaching purposes.

Every archives exhibition, permanent or temporary, should be "educational" in a wider sense. The possibility of organizing ad hoc exhibitions, which are more specifically adapted to the scholastic syllabus, to special curriculum subjects or to a specific age group, will be rather limited so long as there is no organized archives education service. The preparation of special displays for every visiting school group will go beyond the capacity of regular archives staff. But with the employment of an educational expert or, which would normally be the first step, the part-time secondment of a teacher to the archival "Service éducatif", the preparation of such displays will become a normal routine. Displays of this kind, which should be limited to about 20-30 documents, may be remounted at any time by retaining a detailed list or even by keeping the documents themselves in a special section of the archives.

In the French Service éducatif the use of such relatively small exhibitions on mobile boards or in transportable show-cases as travelling exhibitions to cover an entire Département is evidently increasing. After earlier plans in the Drôme Département (Valence) which projected the use of a British double-decker bus, a first "Archivobus" went into operation at the Alençon Archives départementales in 1983; a minibus with 10 display screens, 2 show-cases, video and slide projector brings

the archives to the smallest rural primary school [9]. A second bus works at Marseille, and a third at Réunion will follow. Even without a bus, ad hoc displays may be transformed into videos, sets of slides or facsimiles for classroom use.

3.3 "Teaching with archives"

The use of archival documents to illustrate the classroom presentation of specific chapters of History, to render historical developments more concrete and to introduce students to the critical evaluation of historic evidence, is the central element of "teaching with archives". This may be achieved through the teacher's presentation of selected documents, with a joint effort to determine their relevance and a discussion of possible implications. The alternative approach is to split the class into smaller working groups, with each group studying one specific document or a sequence of documents and reporting on their findings. The groups have different assignments which are combined to obtain a more complex picture; they may also work on the same documents and compare their results. The presentation of documents may be done as a display of original documents or facsimiles, in the form of overhead or slide projection or by distributing printed or photographic copies. The mormal basis for group work will be copies, although in special cases, when the exercise istransferred the archives, original documents may also be used. A combined method would involve the display of original documents, while the actual work is done on copies, transcripts or, if necessary, translations. Educational experts have pointed out that decyphering a

[9] Cf. Elisabeth Gautier-Desvaux, Services éducatifs et enseignement élémentaire. La solution "Archivobus" aux Archives de l'Orne. Alencon 1984.

difficult text may be intriguing at first, but that, particularly with younger children, the interest will subside after a short while so that the provision of transcripts will allow for a better concentration on the actual contents. If the subject of an archival exhibition coincides with the syllabus theme, the exhibition may replace the presentation, and even the tasks for group work may be found within the exhibition.

Distance from the nearest archival repository and the availability of appropriate facilities in the archives will determine, whether at least one teaching session can be transferred to the repository. A first visit of this kind could be combined with a general introduction to archival work as previously outlined. For schools too far from the archival centre, one of the archivists or the archives education officer may be invited to hold an introductory session at the school. The volunteers of the U.S. National Archives Education Branch provide tours of the premises or instruction in school classrooms for about 5000 students per year. If neither alternative is feasible, slide tape or video presentations on the archives, as they were mentioned before, may serve the same purpose.

For documents that are to be used in the classroom, teachers may, of course, rely on documentary publications, facsimile collections or sets of slides provided by educational publishers. To a limited extent such publications are also available for regional sources published by the archives themselves or with their support. The possible forms and themes of such publications will be discussed later. In many cases, and for specific subjects, the teacher must turn directly to the archives. Even for a teacher with some archival experience it will be rather difficult to identify appropriate documents from the complex holdings of an archives repository without the professional assistance of the

archivist. Reports from English schools indicate that in the course of several years teachers, in cooperation with county archivists, have built up rather complex collections of documents on various subjects, sets of master copies which, with the copying devices available in the school, may be copied according to classroom needs. In other cases collections of this type are installed at the local public library, so as to serve a number of surrounding schools. In the German Democratic Republic such sets of copies form part of the secondary schools' "History Laboratories" ("Geschichtskabinett"). The most economic approach is evidently the establishment of a master collection in the archives repository itself, at the archives education service. Instead of delivering copies on demand, the archives may decide to provide a general series of copies, which includes several subjects, or sets on specific themes, in the form of an offset publication. The publication of document series on microfiche is the easiest method, but requires that schools have the necessary equipment to use them.

A special form of using archives for educational purposes is the presentation of audio-visual materials, of historical films, propaganda features or news-reels from the archival holdings. Presentations of this kind for high school and other groups, with a professional introduction, are organized at the film archives section of the Federal Archives in Koblenz, which in their new building will have a special, perfectly equipped film theatre. The regular film hours which the National Archives in Paris introduced in the 1950's, have been suspended for the time being, but there are plans to revive them in the future. In the U.S. National Archives periodic "Film Festivals" with historic and documentary films, sometimes grouped around a specific subject like the Second World War, form a significant element of the outreach programme.

3.4 Personal or Group Research

More ambitious programmes try to expand the educational use of archives beyond the paradigmatic work on pre-selected documents towards regular research projects. One possibility is certainly research on subjects from the school's own history as recommended in a recent New York State Archives guide for students and teachers,[10] a parallel to the British "Schools Council History Project". In England, the so-called Cambridge model for "A" level examinations in History, which demands a personal study based upon original research, will go into effect in 1986. In the German Democratic Republic archival research for history term papers of high school students in the 15/16 age group was reported to be regular practice as early as 1972. A new experience at that time was the launching of archival projects in the context of the obligatory "research practice work" programme for the last two years of secondary school in the G.D.R.; pilot projects were the compilation of a catalogue of historical buildings in Weimar including an inventory of relevant archival sources, by a group of 6 students in 1970/72 and the preparation of an archival documentation on agricultural improvement in the 19th and early 20th century by a group of high school students in Meiningen.

In France personal research studies of secondary school students are encouraged by the annual "Prize Competition of Tommorrow's Historians" ("Concours des jeunes historiens" or "historiens de demain"), which the Direction des Archives de France started as early as 1953. The competition, which is normally introduced by special exhibits at the National Archives and in the major regional repositories, requires a six-page paper plus

[10] Researching the History of your School. Albany N.Y.: State Archives 1984.

accompanying evidence, i.e. documents, pictures, statistics. Recent themes include the building of railways in France (1977), child labour in the 19th century (1978) and sports activities between 1870 and 1914. For the 1985 competition on "Festivities, 1600-1814" the Archive départementales submitted 136 entries to the National Jury. The prizes, travels, books, etc., which are contributed by Air France, publishing houses and other sponsors, are conferred at a public ceremony at the National Archives, which encourages the offering of additional awards or separate competitions on the regional level.

A similar project on an even larger scale in the Federal Republic of Germany, which President Gustav Heinemann initiated in 1973, has been entrusted to the publicly endowed Kurt A.Körber Foundation. Themes of the Gustav Heinemann Competition in the first three years were German "liberation movements", the revolutions of 1848 and 1918/19 and the democratic reconstruction of 1945/46. A second series (1977-1979) dealt with the "Social History of Every-day Life", with the changing conditions of work, of housing and of people's leasure-time. The terms of reference allow for individual or group studies by students between 11 and 21, with the majority of participants coming from the 14-18 age group. Archival research should be combined with other forms of field work, the location of private documents and interviews with living witnesses. The average of about 1000 entries per year, which involved about 4-5000 students, rose to 2.172 studies with a total of 12.843 participants in 1980, when the subject was "Every-day life in Nazi Germany". With a prize budget of about 250.000 DM the now biennial competition, which was re-named "Prize of the Federal President" in 1977, offers between 300 and 400 awards, ranging from 150 up to 5000 DM. A positive result is the increasing participation from comprehensive and professional schools,

which has reduced the initial predominance of grammar school students to less than 50 %. The suprising wealth of information which is being gathered is reflected in the printed inventories of the award-winning studies an in the summary or extract publications in the Foundation's yearbooks.

On a more spontaneous basis, projects of historical "trace hunting", which may or may not involve the archives, are sometimes undertaken by political or church-affiliated youth groups and by "young historians' clubs", the "clubs d'histoire" or "clubs du passé" in numerous French schools. Although local "history workshops" are not necessarily restricted to youngsters of school age, some teachers try to orient school-affiliated work projects in this direction, asking students to complement the information they can draw from the available literature and archival documents by personal research in their own surroundings, in the family and with friends or neighbours. The History around us studies of the British Schools' Council scheme have already been mentioned. The support of all these activities by the archivist may be rewarding, if the results of "trace hunting" outside the archives are made available, at least for copying, to enrich the archival collections of photographs, posters and occasional documents.

Some of these projects may be accommodated within the normal procedure of search-room services, though, in the beginning at least, high school pupils will need more counselling than a university student who has possibly participated in introductory courses in archives and auxiliary sciences. Before such research projects for young students are initiated those in charge should by all means consult with the archivist to make certain that appropriate archival sources are available and that results may be achieved within a reasonable amount of time. Larger groups or a

substantial number of student researchers working in one repository at the same time may create problems of search room space and of staff if there is no organized archives education service with a special seminar room.

The prize competitions, which - if they are successful - tend to direct relatively large numbers of students to the archival records on a specific subject, have created conservation problems too. German archivists, who at first welcomed the young searchers of the "Heinemann Competition", soon were rather terrified by observing the damage to their collections of 1848 leaflets and posters and to the much-demanded newspaper volumes for the years 1918 or 1933 after a few weeks of consultation by dozens of eager high school students. In such cases access to the imperilled originals will have to be replaced by the provision of copies of essential documents and, particularly for newspapers, of microfilm or microfiche copies. Previous coordination with teachers may achieve a better distribution of research tasks to avoid concentration on and "over-use" of certain documents. Archivists should nevertheless try to encourage this kind of research by truly interested students, which to them also and in spite of the work involved, may be more interesting than the obligatory routine visit of a more or less interested class group.

4. THE ORGANIZATION OF ARCHIVES EDUCATION SERVICES

4.1 The role of the archivist

An Archives Education Service will not be feasible without an archivist. But the archivist cannot tackle this new, additional task all on his own. When the Xth International Congress on Archives identified the divergence between increasing demands and restricted resources as

the essential "Challenge to Archives" in present times, the restriction of resources applied particularly to the personnel sector. Archivists are expected to cope with a steadily increasing production of administrative records and the resulting growth of archival holdings, with equally increasing demands on archival search-rooms, with the additional problems posed by new forms of non-paper records, all without adequate augmentation of the professional staff. Most archives which responded to the demands for a more active participation in socio-cultural activities by the organization of periodic archives exhibitions had to do this with existing staff. It will be impossible to charge the archivist with a whole complex of new, time-consuming tasks in the educational domain without impairing work in the fields of appraisal and preservation, of arrangement and description, which must always remain the archivist's primary responsibility.

There is another aspect too. Archivists normally are not professional educators, although their university background may include studie in education. They will, in most cases, lack the practical teaching experience necessary to assess the specific needs of "teaching with archives" and to prepare archival material in a way which motivates school age youngsters and makes them capable of understanding. Even a well conceived and perfectly desingned archives exhibition may be unsatisfactory from the educator's point of view. The arrangement and description of documents for educational use will have to be adapted to the educational needs which must be defined by the educator himself. It might be considered, however, whether an introduction to the educational problems of "teaching with archives" should be included in future training programmes for archivists.

Many archivists will be able to give a fascinating introduction to the functions and holdings of their archives and to the work they are doing, and it may be a valuable experience for students to learn from the archivist himself about the problems of his profession. Quite a number of archivists have given and are giving introductions of this type to different groups of visitors, including an occasional school group. But there will be a problem when tey are asked to do this several times a week. Most archives will have difficulty in providing the professional guides needed for an exhibition which is to be shown for several months, not to mention a travelling exhibition which tours the region for several years. The staff problem is aggravated by the fact that educational demands tend to be particularly strong on regional or local archives, which in many cases do not have more than one, two or three professional archivists.

The essential function of the archivist in the educational context remains the "communication" of documents, the counselling of teachers and students on the feasibility of proposed working projects, the types and groups of records which are available, and even further, the identification and selection of documents which correspond to the specific needs of an educational project. But his engagement will only be fruitful if his work is done in close contact and with the active cooperation of his educational counterpart. This cooperation should be assured, even if the archivist decides to take the main responsibility for the preparation of an exhibition or for its transformation into a document pack or a set of slides for educational use. Another, and perhaps the most important task of the archivist in this context will be the training, the instruction, of teachers.

4.2 The Role of the Teacher

The effectiveness of any archival education programme will depend on the teacher. In the very beginning, even if it is recommended by the syllabus, the teacher will have to decide in which way and to what extent he wants to engage in teaching with archives. If most archivists have no educational experience, most teachers, on the other hand, do not know very much about archives. Some will have practical experience in archival research, from a master's or doctoral thesis based on archival sources. In several countries, there are encouraging signs of a renewed interest by teachers in personal research on regional or local history which will facilitate the inclusion of such themes in their teaching practice. A first encounter with archives may have been achieved by an informational visit during their university education or, with the new generation of teachers, when they were still high school students. In France, at least, a relatively large number of young history teachers will have undergone an early experience of the archival "Service éducatif".

The starting point for a closer cooperation between the archives and local schools will be the recruitment of an enthusiastic teacher who is willing to engage in some type of pilot project which may in turn, be used for demonstration purposes. A more systematic approach will need the approval of the competent education authoritis, and regional education advisors may assist in establishing the necessary contacts. An introductory article published in a history teachers' journal or regional teachers' bulletins, with basic information on the archives, the resources they offer for teaching and types of projects which have been or might be undertaken, will help to create interest. The National Archives Education Branch in Washington has made it a regular routine to insert a specimen "Document of the Month" with suggestions for classroom use in every issue

of Social Education, the journal of the largest professional association in the country.

The next step might be an appearance of the archivist or archives education officer at a local or regional conference of history teachers. There are positive reports, particularly from British county record offices, on one-day in-service seminars or workshops, directed jointly by archivists who report on their facilities and the types of records and educational aids they can provide, and experienced teachers who relate their experiences in teaching with archives. The French Archives Administration, too, reports regular training seminars for teachers and teacher candidates. Though many teachers will be reluctant to engage in after-school activities, voluntary teachers' associations may be willing to engage in joint working projects. The New York State Archives has a proud record of about 50 one to four hour workshops for history teachers in four years, organized through school districts or regional historical associations. More extensive "in depth workshops" which involve the development of model teaching materials have qualified the partipating teachers to act as multipliers in organizing workshops of their own.

Once the principle of teaching with archives has been accepted, an introduction to archival resources and to the specific problems of using documents in history teaching may be included in the regular training programme for history teachers. In England there are proposals to insert studies on the basis of archival sources in the history programme of teacher training colleges. In the German Democratic Republic, in-service training courses which are organized jointly by the Society of Historians and the teachers' centres, pursue a double purpose: besides propagating the use of archival resources for teaching purposes, they try to stimulate

the teachers' personal engagement in archival research, particularly for regional and local history. For those who want to engage themselves in work of this kind there is quite a bit of literature on the educational aspects.

It is obvious that without the active participation of the responsible teacher, the impact of school visits to the archives or to archival exhibitions, or even visits of archivists or archives education officers to the school will remain superficial. It is the teacher's role to prepare for such a visit, to put it into context and to ensure the follow-up. Even the provision of archival teaching materials will remain useless if the teacher is not willing to put some effort into preparation. It should be the teacher who selects the items to be used from the material which is offered to him, who puts them into perspective and who directs the research work of his students, in cooperation, of course, with the archivist or archives education officer.

4.3 Specialized Archives Education Personnel

A fully developed archives education service is not feasible without specialized staff, which means at least one or two archives education officers who can concentrate on this work and develop appropriate methods and materials, though they, too, will always rely on the cooperation of archivists and teachers. There is a consensus that, even if there are some archivists with sufficient teaching experience, the archives education officer should mormally be an experienced teacher. He may be attached to the advisory staff of the local or regional education authority, but the usual procedure is the part-time or temporary full-time secondment of teachers to the archives service. In France the "Service éducatif" at the National Archives consists of four secondary school teachers which

are working full time, while in the départements teachers are normally seconded for from two to eight hours per week. With the new "Archivobus" model, there have been experiments to train non-academic "animateurs" for full-time employment. In the U.S. National Archives shortage of professional staff has led to the employment of volunteers, mostly retired seniors without specific professional background, who, under the guidance of the archivist in charge, take care of most of the educational visits.

While in France for some time "Service éducatif" teachers have worked in every one of the 97 Archives départementales outside Paris (including the overseas départements) and in some city archives as well, in Britain, so far, only about a dozen record offices have succeeded in obtaining regular posts for archives education officers. In some counties the Manpower Services Commissions have organized temporary projects, which in spite of their obvious success, had to be discontinued because of budget cuts. In the Federal Republic of Germany, the competent ministries of the state of Hessen have recently agreed to the secondment of "Archivpaedagogen", which are analogons to the teachers who have already worked with the museums ("Museumspaedagogen") for a number of years.

The work of an archives education officer, who within the archives should be able to work on an equal footing with the archivists, with free access to the holdings and to all technical facilities, could and should encompass the whole range of possible educational activities. An essential function would be the educational preparation of exhibitions and accompanying text materials and the final selection and textual editing of document packs or slides for scholastic use, both in close cooperation with the archivist. The archives education officer will

organize and conduct visits to the archives and to archival exhibitions. If working full time, he may extend his activity to visits to schools, possibly accompanying a travelling exhibition or an "Archivobus". Outreach visits to schools will facilitate the necessary contacts to teachers in the region. Providing information to teachers will remain one of the primary tasks, since even a full-time archives education officer will not be able alone to run a ful-fledged service for a county or a département. Experience has shown, however, that, once a service is started and has proved its value, the increase in staff availability - the extension of secondments, which were initially limited to two or four hours a week, or the addition of temporary assistants - will be easier.

For the preparation of documentary teaching materials such as archive packs or slide series the cooperation with an advisory group of interested teacher-volunteers who participate in the selection, test the documents in the classroom and report on their experience may assist or even replace the educational expert on the archives staff. Good results along these lines have been reporte from some American State Archives, but in addition the Kansas Historical Society has hired an experienced curriculum writer to draft the textual parts of its "resource packets".

4.4 Localities and Equipment

One of the basic conditions of effective archives education work is the availability of at least one adequate seminar room, which can accommodate groups up to a full school class. The ideal would be an exhibition room with a separate work room next to it. In his manual on Archives Building and Equipment Michel Duchein proposed, as a minimum requirement for a small repository, a combined exhibition and conference room of 80 to 100

square meters with movable furniture. A standard repository, in his opinion, should have two separate rooms plus an office for the archives education officer and a small storage room for display materials an other equipment. Duchein prefers to separate the room for temporary and educational exhibitions from the area for the permanent "archival museum", but combinations are possible [11].

The working room or "educational search room" should have easily movable furniture to allow for simultaneous teaching, group work or individual research. The equipment should include blackboards and display screens, slide, overhead and video projectors, a cassette tape recorder and eventually a microfiche reader. There must be copying facilities or easy access to such facilities. There should be a shelf or bookcase with some basic books on regional or local history, the essential finding aids, possibly duplicates of directories and statistical volumes and a map of the region. If it exists, there should be a map with the historical boundaries. The need for special lockers for the temporary storage of documents depends on the location of the educational search room within the repository [12].

For the technical preparation of exhibitions the archives education officer should be able to call on the archives' restoration workshop. The same arrangement should apply if the archives possesses a printing shop. For publications however, a cooperation with teachers' resource centres, the Centres de documentation pêdagogique in France may be more convenient. The cooperation with commercial publishing firms may

[11] M.Duchein, Archives Building and Equipment: ICA Handbooks Series 1. Munich 1977, p. 925.
[12] Cf. Michael Cook, "Teaching with Archives". International Journal of Archives 1/1 (1980), p. 285.

create additional copy right problems.

4.5 The Use of Public Media for Archives Education Programmes

Even though a number of archives and archivists appear to be involved in one way or another in the preparation of radio or television programmes on historical subjects, there is, as yet, almost no concrete information on the use of broadcasting for archives education projects. In countries with a relatively dense archival network, where every secondary school has an archives repository nearby or within excursion distance, direct contact with the archives is probably more interesting than the TV transmission of archival videos or historical features which use archival documents. Yet the possibilities of educational broadcasting, which are enlarged by the multiplication of satellite supported radio and TV programmes, should not be neglected. They may become essential in countries like Australia or many Third World countries, where sheer geographical distance precludes school visits to the archives repository in the national or state capital for large parts of the country. There seems to be more experience in this area in the socialist countries, which deserves to be more widely known.

5. TEACHING AIDS FROM THE ARCHIVES

5.1 The Scope of Archival Publications for Educational Purposes

A number of different types of publications or audio-visual materials, which archives may provide for teaching purposes, have been mentioned in the preceding chapters; guides or special lists for the educational use of archives, facsimiles of documents with comments and possibly transcriptions and/or translations, document packs or archive teaching units, documentary publications in book or booklet form, and sets of

slides, microfiche series or video presentations. There is probably not one single archives service, which would utilize all of these possibilities at the same time. But numerous archives have tried or will try their hand at publication projects of some sort, even if they are not yet able to offer an organized educational programme in other ways.

In cooperating with institutions such as the teachers' resources centres in Britain, the French regional or departmental Centres de documentation pédagogique, similar institutions in other countries or interested commercial publishing firms, archives may be able to realize even relatively ambitious publication projects without a special budget. They may also profit from the technical know-how and from the educational expertise of the competent agencies. Larger archives institutions may have their own facilities for offset printing or for the duplication of slides and videos. It is important that all these publications should be produced at relatively low cost so that they can be sold at a modest price or even distributed free of charge.

5.2 Guides and Special Lists

In most cases the existing archives guides and finding aids will not be adapted to the specific needs of teachers and high school students. If an educational programme develops, and visits or research consultations for school-age youngsters become more frequent, it will be worth-while to prepare special types of informative material. A relatively simple guide, a booklet or even a leaflet, should explain the functions of the archives service, the work of the archivists, the scope and types of archival holdings, the facilities for the general public and for the specific needs of educational use. In addition such a guide could propose certain subject areas or even specific themes, which are particularly

suited for school activities, possibly in direct relation to the History syllabus. In defining suggested projects it could also indicate types or groups of records available for use.Kathleen Roe's New York manual on Teaching with Historical Records adds a number of sample documents with teaching instructions.

If a specialized archives education service has beenorganized, it will be useful to develop more detailed finding aids, which, again arranged by subject areas or themes, should list selected documents or groups of documents which have been chosen for their educational relevance. There could be separate lists for every subject area. By using a loose-leaf system such lists might be combined into a comprehensive guide with the possibility of future additions. Beyond the formal description with dates and reference numbers such lists should give a brief information on the specific educational interest of each document or group of documents to enable the teacher to make his own choice. Corresponding to these guides the archives education service should develop a collection or bank of master copies or negatives, so that orders for copies or sets of copies may be executed without delay. In some cases it has been proposed to deposit duplicates of such a document bank at local libraries or teachers' resources centres in other parts of the archival area. From there it is only one additional step to the multiple duplication or publication of document packs.

5.3 Facsimile Collections, Document Packs and "Archive Teaching Units"

Three diferent approaches may lead to the facsimile publication of archival documents, which has been greatly facilitated by the development of modern reproduction techniques. As has been noted with regard to archival exhibitions, the objective of any documentary publication is in

a wider sense educational, but only some such publications are specifically adapted to classroom use.

A first group is represented by publications of the "archival museum" type, originating from the conversion of parts of or an entire permanent archives exhibition into a facsimile publication. Documents of various forms and from various centuries, arranged in chronological order or by themes, will if, they are well chosen and adequately presented, convey an idea of the manifold resource values of archival holdings, and at the same time provide an illustrated survey of national or regional history. The documents may be drawn from a single repository, from a number of neighbouring or complementary archives, or from the complex archival heritage of a country or nation. There is a relatively long tradition of such publications in the form of books and albums. More recently they have appeared as loose-leaf folders, wallets or "pochettes", which usually contain between 10 and 40 pieces, frequently with excellent colour reproductions. Instead of presenting documents in a strictly scientific fashion, piece by piece, some archives administrations have chosen a more popular or journalistic format, which may combine documents, photographs and graphic elements into a comprehensive documentary pictorial.

All of these types of publications have their merits in introducing a larger public, including teachers and students who may use them in their school library, to the hidden treasures of archives and to a more vivid image of the historical past. If they want to be more than just attractive picture books, however, each document should be accompanied by an appropriate description and, if needed, a transcription and/or translation. Examples are the splendid Mémorial de l'Histoire de France, with 99 well-presented colour facsimiles from the French National Archives,

a contribution to the French National Heritage Year 1980, or the 1984 volume of "Zurich Documents" (Züricher Dokumente, Texte und Bilder aus dem Staatsarchiv). It is certainly possible for teachers to use individual documents from such a collection for their teaching purposes. Generally speaking, however, for classroom use of this kind of introductory and illustrative material the transposition into other media such as overhead projections, slides or video shows will be more effective.

The same considerations apply to some attempts to convert temporary archives exhibitions on specific subjects into easily reproducible teaching aids. The simplest method is perhaps the direct reproduction of the documents on an exhibition board as a printed poster for classroom display, a procedure which was tried by the Archives départementales at Toulouse some years ago. Some document folders of the "Original History" series (Geschichte original), which have been published since 1978 by the City Archives and City Museum of Munster in Westphalia (F.R.G.), combine several documents or photos on a folded large-size sheet of paper, which would lend itself to this kind of poster display. Occasionally the exhibits in the commercially produced "Jackdaw" series in Britain seem to aim in the same direction. For the illustrative visual presentation in the classroom, with most schools today possessing the necessary technical equipment, teachers will probably turn more and more to projections, to slides or video. Archival publications which result from an interesting exhibition, a richly illustrated catalogue, or a combined volume of document reproductions and photographs, may serve the teacher for the compilation of materials for teaching use, as a basis for slides or overhead transparencies. This is also possible with archival publications on special types of archival sources, such as

seals, maps or political posters, all of which will be useful for a school library or resources centre.

The essential purpose of true "Archive teaching units" is to provide document facsimiles or transcripts, not merely for illustration purposes, but for students to work with, to read, to interpret and to discuss, as a means of achieving a more direct and more intensive understanding of historical processes and circumstances. The various forms of document packs or units, which have been developed in France and in Britain since the mid-1950es and more recently in the United States and in Germany, normally resulting from a truly cooperative effort of archivits and educators, education institutes or teachers' groups, correspond to the different methods of introducing documents into classroom work which have been discussed before. The terminology is, unfortunately, rather vague and sometimes misleading. There are "education facsimiles", "teaching portfolios", "history teaching files", "history research units", or (in the United States) "historical instructional kits" and "history resource packets". M. Palmer, whose 1976 doctoral thesis on An experimental study of the use of archive materials in the secondary school history curriculum (University of Leicester) has been published in part, suggested a distinction between "archive packs", which contain a relatively large number of documents for the teacher to choose from, and true "archive teaching units", intended for a concrete educational project.

The "archive" or "document pack", also described as an "archive teaching kit", is the published version of an original "document bank", the collection of selected documents or master copies for educational purposes, as they are sometimes organized in an archives repository or archives education service. Grouped by historical periods or relatively

broad subjects, possibly structured in a series of subtopics, it may offer a variety of materials with the necessary explanations for the teacher to make his choice, either for the presentation of certain documents to the whole class for subsequent discussion, or for the distribution of smaller units as a basis for group work. The Illinois State Archives Windows to the Past consist of 38 documents on the various aspects of 19th century history in regional perspective. To allow for better control, a comprehensive "document bank" may be subdivided in several packs. Like the older series of Documents toulousains sur l'histoire de France, the most recent German project, which was developed by the Ulm City Archives in cooperation with teachers from te seven local secondary schools, "Sources for Ulm City History", will offer four lots for the medieval and early modern history of the Free City of Ulm, for the period of 19th century industrialisation, for the rise of Nazism 1919-1939 and for the Second World War and post-war period. On the other hand, the elaboration of numerous smaller "units" may, over time, also constitute a complex "pack".

In archive packs, as in smaller units, every document should be accompanied by some basic indications as to its origin, its place within the archival holdings, its significance in the historical context and explanations of specific terms or references which are not self-explanatory. For manuscript documents a transcript and/or translation of the whole document or of significant sections should be added. A general introduction to the subject or the period concerned, and the special problems of the respective region may be summarized in an introductory text or several text for possible subtopics. In addition, there should be some suggestions for educational use, for possible selections, possible subthemes and questions to be asked. In the Ulm series every subgroup is accompanied

by a relatively detailed worksheet with questions and tasks for the students and with additional information for the teacher, including the results and answers. In most American packages explanations (normally for each document, sometimes with an indication of special "words an terms") are followed by a list of "questions to be asked" or "points to consider", occasionally with a suggestion of complementary "extended activities". It has been observed, however, that too elaborate instructions may lead the teacher to rely exclusively on the prefabricated material, and that it might be better to restrict the information to more general suggestions, thus allowing the individual teacher to develop his own working schemes.

The techniques of modern offset printing permit the publication of units with between 12 and 30 document facsimiles plus the necessary transcripts and explanations, at a relatively low selling price, which would make it possible to provide a school library with a large number of copies or even to give one to every student in the class. This may be necessary if smaller units are used for examination purposes. For normal classroom work, one unit for every two or three students may be sufficient. If the material in a unit or pack is distributed for group work, the number of copies may be reduced to two or three. For manuscript documents it has been suggested that it may be sufficient to provide one copy of the original for display, combined with several sets of transcripts for the students. In this case the presentation of the original could also be done in the form of slide or overhead projection.

The method of buying only one master set and producing the necessary classroom copies on the school's photocopyer may involve copyright problems with commercial publications. But if the archives itself or a teachers' resources centre act as publisher, it might even add a microfilm

or microfiche negative to assist in creating additional copies. For the Illinois Windows to the Past which are distributed free of charge to all schools and universities, the introduction states very specifically that "permission is given to make additional copies for classroom use", so that teachers may do as many copies as they want. In theKansas packets, too, reproductions are of especially high quality to permit further copying.

It would be very difficult and not particularly useful to attempt a complete bibliography of all existing archive education units, whatever they are called. Many are only of regional or even local relevance although in some cases a well-conceived sample unit from one town or region may be used in neighbouring regions as well. There are units which operate on the national level, like the "pochettes" series of the French National Archives, the document boxes or packages of the U.S. National Archives Education Branch, and the majority of commercial "Jackdaws", but most archival units will be restricted to regional developments or to the local aspects of national developments. Subjects which might be quoted are Steps to partition: Irish Unionism 1885-1921 (Public Record Office of Northern Ireland); or The Slave Trade and Liverpool 1707-1807 (Liverpool Teachers' Archive Study Group); "The effects of the French Revolution in the Rhineland-Palatinate region", and "The Revolution of 1918 in the mid-Rhine/Moselle area" (Rhineland-Palatinate State Archives Administration); "Utopia 1534/35. The Anabaptist Community in Munster", "The bourgeois revolt 1848/49", and "The Rise of Nazism to Power," in the Munster series "Original History"; or Cattle Towns, and Emigrant Indians, in the more recent series of Kansas History Resource Packets.

Particularly for younger pupils, units on the social and economic life in past centuries within the region may be more motivating. British examples which have been recommended include: A Tudor House. Speke Hall and The Norris Family 1500-1700 (Liverpool Teachers), Laxton Life and Work in an Open Field Village and Public Health and Housing in Victorian Nottingham (University of Nottingham Manuscript Department). The Rhineland-Palatinate Series includes subjects like "Emigration", "The Social Situation in the 19th and early 20th Century" and "Changing Housing Conditions". In the French National Archives pochettes too, there are folders on "Every-day life in the Middle Ages","under the Ancien Regime" and "in the Revolution". A good example of a working kit with several subtopics is the Le Mans version of an archives exhibition on "Fairs and Markets" (Foires et marchés, Archives & Documents Sarthois, dossier no 13, 1984). Issues and Images. New Yorkers during the Thirties is the most recent teaching packet of the New York State Archives.

The same types of subjects occur in text collections of document transcripts for scholastic use, some of them also produced by or with the assistance of archival agencies and archivists. They may achieve the first purpose of rendering History more concrete. But we should not forego the chance which today's low-price facsimile reproductions have provided to show students what historical sources really look like. As a compromise, some teaching units, such as the older Toulouse series or the British unit Powick Inventories and Rural Life in Worcestershire, have provided only some of their transcript textsin facsimile form. Even in such cases the addition of a series of slides with the complete collection of facsimiles should pose no problem.

5.4 Audio-Visual Publications: Slides and Video Shows

The use of audio-visual techniques, in particular slides and video films, has been referred to several times. As mentioned earlier, some archives repositories with numerous school visits have produced slide shows with accompanying tape texts which provide a general introduction to the archival institution, its work an its holdings, possibly with a number of representative documents. This may facilitate the accommodation of visitors' groups in the archives, although a slide show will never fully replace a visit to the premises, and a tape recorder cannot reply to questions. There is the additional aspect of duplicating or lending such a slide show for use outside the archives in distant schools. The Public Archives of Canada report that their slide tape presentation on the archives, its role and services, "is often borrowed by educational institutions within Canada and abroad".

An even more lively introduction to archival work may be achieved by production of a video film. The U.S. National Archives' the video film Conquering the Paper Mountain has been quoted earlier. The availability of a number of such films in various parts of the world was evident on the occasion of the Xth International Congress in Bonn in 1984, where the ICA Section of Professional Archives Associations organized a forum for audio-visual information materials. There were cinema or video films from twelve different countries, including Brazil, Indonesia and Mexico. For technical reasons an impressive film on archival work in the People's Republic of China could not be included in the Bonn presentation. The latest reports on the French Service éducatif give evidence of the increasing use of different types of films and videos in various French départements. The Report for 1983 notes a joint venture of the Aquitanian archives services at Bordeaux, Agen, Mont-de-Marsan, Pau et Périgueux

to produce educational video films on the archival resources of the region. Films produced for educational television could also later be used in the form of video copies, though if they are TV-productions there may be copyright problems.

The slide technique will remain useful for the classroom projection of documents. If document reproductions are to be used to illustrate a certain historical topic, the use of slides or overhead transparencies may even more effective than paper facsimiles which are displayed or passed around. In some cases sets of slides are offered to accompany archive teaching units or packs. The Ulm City Archives packs may be obtained with or without an additional series of slides. The slides, in this case, are relatively expensive; this is equally true for some other audio-visual materials which are produced on a costing basis.

In the German Democratic Republic the provision of document series on various subjects in the form of slides for classroom use has been propagated since the late 1960's, when the Weimar State Archival reported a very good response to the first three series they had produced so far. In France the first regional archives repositories to offer educational slide sets were Toulouse and Valence. Similar to the French archival cooperation with the Centres de documentation pédagogique, the Hessian State Archives profited from the technical facilities of the "Landesbild-stelle", a state agency for audio-visual teaching materials, to produce abbreviated slide versions of some of their travelling exhibitions. Which about 24 to 32 slides each, partly in colour, and an accompanying booklet with information for the teacher including small-size rerpductions of the documents, the five Hessian series on "Hesse in Peasants' War of 1925", "Hesse and the American Revolution", "Hesse in the Revolution

of 1848/49" or "Jews in Hesse" conform to the normal format.

Instead of explanatory materials in print, the Sri Lanka National Archives proposes to provide slide shows on various topics of national history, which it is preparing, with a narrative on tape and explantory notes on each slide. Here again there is the possibility of replacing slides and tape by a video presentation. The argument in favour of slides is the possibility of selecting and making more intensive use of a specific document which is of special interest. Depending on the abailability of technical facilities, sets of overhead transparencies, microfilm strips or microfiches may serve the same purpose.

6. GUIDELINES

The major results and conclusions of this study may be summarized in terms of the following guidelines:

1. The first step towards the development of an archives education programme must be the establishment by the archival agency of close contacts with the competent education authority, of a cooperative working relationship with teachers' centres and with interested teachers within the region (cf. section 4.2).

2. To gain practical experience, it may be useful for the archival agency to undertake experimental pilot projects with an interested teacher and his class, a specific school or a teachers' group; this may involve either the educational use of archival exhibitions or the classroom use of archival documents (cf. section 4.2 and 4.3).

3. Although in preparing exhibitions and arranging for visits to their repositories most archivists will provide certain educational services, a systematic archives education programme is only feasible

with the assistance of specialized educational personnel. The usual arrangement is the secondment of experienced teachers to the archives, mostly on a part-time basis with periodic alternation (cf. section 4.3).

4. The material prerequisites of an archives education programme are the provision of adequate facilities including at least one seminar room of school class capacity within or close to the archives, possibly a second room for exhibitions, an office and some storage space; equipment should include movable furniture, blackboard, display screens and show-cases, slide and/or overhead projector, possibly video equipment, a photocopyer or easy access to archival copying facilities, a basic reference library and some budget provision for paper and other materials (cf. section 4.4). Costs for travel and transports will be lower if a service vehicle ("Archivobus") can be provided (cf. section 3.3).

5. The activities of an archives education service should include:

   a) Organized information visits to the archives repository, with an introduction to the functions of an archives service and the various types of archival sources. A standardized introduction may be replaced by an introductory slide tape or video presentation, which is also available for outside use, in schools beyond excursion distance, or for educational television (cf. sections 3.1 and 5.4).

   b) The preparation of permanent a archival exhibition and of temporary exhibitions and displays on certain syllabus subjects, adapted to educational needs, with accompanying educational materials (explanations, suggestions for educational use,

worksheets). To serve schools beyond excursion distance travelling exhibitions should be organized for display in schools or other public centres (cf. section 3.2).

c) The identification and selection of archival documents to illustrate certain aspects or events of national, regional or local history or for classroom work on certain subjects. This may lead to the compilation of an archival document bank of master copies, to its duplication for regional or local centres; and to the production of archive education units or kits consisting of document facsimiles with explanations for educational use and, if necessary, transcriptions and/or translations (cf. sections 3.3, 5.2 and 5.3).

d) The publication of archives teaching units and of corresponding sets of slides or overhead transparencies, which may profit from cooperation with teachers' resources centres or other competent agencies (cf. sections 5.3 and 5.4).

e) The identification of topics and support for individual and group research projects, either as part of the regular teaching programme or in the context of national or regional research competitions, which are used to motivate the students' interest in archival work (cf. section 3.4).

f) Contribution to educational broadcasting, radio or television transmissions, an activity which deserves further development (cf. section 4.5).

7. BIBLIOGRAPHY

Behr, Hans-Joachim,"Möglichkeiten der Archivbenutzung für den Schulunterricht. Erfahrungen in norddeutschen Archiven". Der Archivar 27 (1974, 333-346

Behr, Hans-Joachim. "Archives and school education - possibilities, problems, limits". UNESCO Bulletin for Libraries 28/3 (1974) 131-138 (also in French)

Babelon, Jean Pierre; **Bousquent** Jacques; **Sève**, Roger. "Les Archives et l'animation culturelle: A. Les expositions et musées d'archives. B. Les activités éducatives des Archives" Manuel d'Archivistique, Paris: Archives de France, 1970, 655-691.

Blaquière, Henri; et. al. "La collaboration entre les Archives départementales et le Centres régionaux de documentation pédagogique". Gazette des Archives 34 (1961) 121-123

Braibant, Charles; **Bautier**, Robert-Henri. "Les Archives et l'enseignement". Une Table Ronde utile à l'Histoire, Actes de la 1ère Conference de la Table Ronde Internationale des Archives. Paris: 1958. 9-13

Cook, Michael G., Archives Administration. A Manual for Intermediate and Smaller Organizations and for Local Government, Folkestone: Dawson & Sons 1977. Chapter 12: "Archives in Education". pp. 183-198

Cook, Michael G. "Teaching with Archives". International Journal of Archives 1/1 (1980), 25-36

Department of Education and Science Archives and Education. Education Pamphlets 54. London: H.M. Stationary Office, 1968

Direction des Archives de France, Rapport général sur le fonctionnement des Services educatifs des Archives départementales (année scolaire 1983/84). Paris: 1984

Dubosq, Guy. "The Educational Role of Archives". UNESCO Bulletin for Libraries 24 (1970), 205-210 (also in French)

Duchein, Michel; **Rumeau**, Simone. La classe d'histoire aux Archives. Paris Archives Nationales, 1957

Ducrot, Ariane; **Tapié**, Jean Pierre. "La recherche du passé. Les services éducatifs des Archives". Inter CDI (Revue des Centres de Documentation et d'Information scolaires) 8/43 (1980), 48-53

Freeman, Elise. "Education Programs: Outreach as an Administrative Function". The American Archivist 41 (1978), 147-153

Gautier-Desvaux, Elisabeth; **Playoust**, Pierre-Yves; **Suau**, Bernadette; **Quetin**, Michel. L'Action culturelle dans les Archives. Rapport de synthese, XXVe Congrès desArchives de France, Nice 1982

Hey, Bernd: "Museen, Archive und historische Stätten als außerschulische Lernorte. Zum Begriff der historischen Exkursion". Geschichte in Wissenschaft und Unterricht 31 (1980), 30-40

Hübner, Rolf; **Wahl**, Volker. "Zusammenarbeit zwischen Archiv und Schule". Archivmitteilungen 15 (1965), 106-110

Ketelaar, Eric C.J. "Archieven en onderwijs". Mededelingen van de Commissio Modernisering Leerplan Geschiedenis en Staatsinrichting. Kleio. Tijdschift van de Vereiniging van Leraren Geschiedenis en staatsinrichting in Nederland 15 (1974), 745-799

Kilfoil, Jack F.: "Bringing the Archives into the Classroom: The Federal Records Center as the Historian's Laboratory". Prologue. The Journal of the National Archives 5 (1973) 101-103

Klotz, E. "The Co erence on the Utilization of Archival and Educational Resources". American Archivist 30 (1967), 91-104

Körber-Stiftung Hamburg: 10 Jahre Schülerwettbewerb Deutsche Geschichte um den Preis des Bundespräsidenten. Entwicklungen, Erfahrungen, Bibliographie. Hamburg: Körber-Stiftung 1983.

Laurent, R. "Le service éducatif des Archives de l'Etat". Miscellanea Archvistica: Archives Gênêrales du Royaume et Archives de l'Etat dans les provinces. Bruxelles: 1975, pp. 41-51

Palmer, M. "Archive Packs for Schools. Some Practical Suggestions". Journal of the Society of Archivists 6 (1978/81), 145-153

Palmer, M.; **Batho**, G.R. The Source Method in History Teaching. London 1981

Payne, Hugh W.L., "Education and Archives". Archivum 29(1982), 124-128

Richter, Gregor. "Zur Verwendung von archivalischen Quellen im Geschichtsunterricht. Publizierte und archivalische Quellen". Geschichte in Wissenschaft und Unterricht 24 (1973), 659-668

Richtering, Helmut. "Der 'Service éducatif' der französischen Archive". Der Archivar 22 (1969), 261-270

Roe, Kathleen. Teaching with Historical Records. Albany NY: The University of the State of New York/State Education Department 1981

Scherf, Ferdinand; **Schütz**, Friedrich. Geschichtsunterricht und Archiv. Erfahrungen und Möglichkeiten. Veröffentlichungen aus rheinland-pfälzischen und saarländischen Archiven. Kleine Reihe 14. Koblenz: Landesarchivverwaltung Rheinland-Pfalz, 1978

Schetelich, Eberhard. "Archiv und Schule". Archivmitteilungen 15 (1965), 106-110

Society of Archivists/Education Services Committee. Archives and Education. Conference Proceedings 1982 & 1983. London: 1984

Taillemite, Etienne. "Les Archives et les activités culturelles. Synthèse des débats des réunions régionales de l'Association des archivistes francais en 1974. Gazette des Archives 87 (1974), 255-262

Tapie, Jean-Pierre. "Les Services éducatifs des Archives". Historiens et géographes 282 (1980), 477-481

Tate, William E. "The Use of Archives in Education". Archives 1 (1949), 20-28

Taylor, Hugh A. "Clio in the Raw. Archival Materials and the Teaching of History". American Archivist 35 (1972), 317-330

Turnbaugh, Roy C. "New Constituencies for Archives: 'Windows to the Past', 1818-1880". The History Teacher 17/2 (1984), 207-218

University of New York/State Education Department "Archives and Education". For the Record. The Newsletter of the New York State Archives and the New York State Historical Records Advisory Board (Special Regents Bicentennial Issue) 2/2 (1984), 27pp.

Vereniging van Archivarissen in Nederland. "De educatieve taak van het archiefwezen. De studiedagen voor archiefambetenaaren ob 22 en 23 oktober 1963". Nederlands Archievenblad 67 (1963), 77-117

Weis, Eberhard. "Der 'Service éducatif' der Archive Frankreichs. Über Möglichkeiten des Beitrages der Archive zum Geschichtsunterricht der Gymnasien". Archivalische Zeitschrift 73 (1977), 239-246

Würfel, Maria. "Choc par les documents. Archivalische Menschenrechte". Geschichte in Wissenschaft und Unterricht 34 (1983), 271-297

Wyffels, Carlos. "De educatieve activiteiten van het Rijksarchief". Gedenkboek Michiel Mispelon. Handzome 1982, 601-612

8. ACKNOWLEDGEMENTS

In addition to the publications which are listed above the study has profited a great deal from partially unpublished texts, specific informations and personal comments which were contributed by a number of colleagues in various countries. Names to be mentioned are:

Mr. Michael **Cook**, University Archivist and Chairman of ICA's Committee on Professional Training, Liverpool

Mlle. Ariane **Ducrot**, Conservateur en chef, Direction des Archives de France, Paris

Mrs. Elsie **Freemann**, Chief, Education Branch, National Archives and Records Administration, Washington D.C.

Miss. B.L. **Harrison**, Secretary to the Society of Archivists' Education Services Committee, Cumbria Records Office, Cumbria Records Office, Leeds

Mrs. Angeline **Kamba**, Director, National Archives of Zimbabwe, Harare

Dr. Eric **Ketelaar**, State Archivist of the Province of Groningen and President of the Vereniging van Archivarissen in Nederland, Groningen

Mrs. Kathleen **Roe**, Archivist, New York State Archives, Albany, N.Y.

Dr. Wolfgang **Schmidt**, Kurt A. Körber-Stiftung, Hamburg (F.R.G.)

Prof.Dr. Rudolf **Seigel**, Pädagogische Hochschule Reutlingen and Staatsarchiv Sigmaringen (F.R.G.)

Prof.Dr. Hans Eugen **Specker**, Director Stadtarchiv Ulm (F.R.G.)

Mr. Bernard **Weilbrenner**, Deputy Dominion Archivist, Public Archives of Canada, Ottawa

Dr. K.D.G. **Wimalaratne**, Deputy Director, National Archives of Sri Lanka, Colombo

Dr. Frank B. **Evans**, National Archives and Records Administration, Washington D.C., and Mr. Alfred W. **Mabbs**, Hon. Keeper of Public Records, Cuffley Herts., have assisted in the final editing of the English text.

Eckhart G. Franz

9. ANNEX

Annex A: Specimen document from an archive pack or "curriculum" packet with accompanying transcript and explanations (from: Windows to the Past. A selection of Illinois County Records from 1818 to 1880, by Roy C. Turnbaugh with Robert E. Baily. Illinois State Archives, Springfield Ill. 1983)

REPORT.

QUESTIONS.	ANSWERS: —(Be sure to answer every Question as fully as possible.)
1. Name of volunteer?	Lyra Tathrop
2. In what company and regiment?	in James Stevens Co
3. When and where did he enlist?	he enlisted on the 20 day of Sept 1864 on the Town of Greenville Bmeau Co
4. Married or single?	is married
5. Children, give the age and sex of each?	has one child 10 months old a girl
6. Have they house rent to pay? if so, how much?	have no house Rent to pay
7. Do they own land? if so, how much and what is its quality and condition?	they owned a house and Lot in the east village and has purchased a lot with two houses and barn on it worth six hundred dollars owes the most of it for the same
8. Have they any means of support other than their daily labor? if so, what, and to what extent?	they have some means to the Extent of two hundred dollers besides the bounty and and village lots.
9. What is their ability to labor for support? and what is the opportunity for such labor in their neighborhood?	her ability for labbour is good the opportunity for geting imployed in this neighbourhood is bad
10. What is the condition of each as to general health? and what has it been?	their general health is good
11. Have any of the family been accustomed to labor? if so, which and to what extent?	the woman was raised to labour for her support
12. To what extent have the family been dependent on the volunteer for support?	the woman of house was dependent on the man for her support
13. Has the volunteer sent his family any part of his bounty money? if so, how much, and by whom?	She says she has not sent any Bounty home yet
14. Has the volunteer allotted any portion of his pay for his family? if so, how much, per month?	he has alotted some two hundred dollars for her support other than the bounty he gets $30 per month house Rent on one house and $2.50 on a nother which goes to [illegible] his agent
15. Has the volunteer made any other provision or arrangement for the support of his family? if so, what?	Jacob Stiles Supervisor of the Town of Greenville

BEST COPY AVAILABLE

DOCUMENT 26

RELIEF INTERROGATORY, 1864

EXPLANATION

The Civil War brought economic hardship to many who remained at home. With heads of households -adult males- off at war, wives, children, and the elderly often turned to their county government for assistance. County Boards established relief committees to deal with the problem.

This Bureau County Relief Interrogatory summarizes Mrs. Ezra Lathrop's request for relief. Her husband had joined James Stevens' company on September 20, 1864. Although she and her daughter were healthy, paid no rent, had cash reserves of $200 and a monthly income of $5.50 from rents, Mrs. Lathrop had not received her husband's bounty money and was dependent on him for support. Her claim was denied. Note that the document mentions that work for women was scarce.

WORDS AND TERMS

bounty money

POINTS TO CONSIDER

1. Would you approve or deny this request for assistance? On what grounds?
2. Are the questions asked by the Interrogatory important ones?
3. Can you think of any questions that should be added?
4. What types of work do you think Mrs. Lathrop might do?
5. What would become of her child if Mrs. Lathrop went to work?
6. What attitudes toward women are implicit in this document?
7. Compare this case with the case contained in Document 25.

REPORT

QUESTIONS	ANSWERS:- (Be sure to answer every Question as fully as possible.)
1. Name of volunteer?	Ezra Lathrop
2. In what company and regiment?	in James Stevenes Co
3. When and where did he enlist?	he enlisted on the 20 day of Sept 1864 in the Town of Greenville Bureau Co
4. Married or single?	is married
5. Children, give the age and sex of each?	has one child 10 months old a girl
6. Have they house rent to pay? if so, how much?	have no house Rent to pay
7. Do they own land? if so, how much and what is its quality and condition?	they own a house and Lot in the our village and has purchased a lot with two houses and barn on it worth six hundred dollars ows the most of it for the same
8. Have they any means of support other than their daily labor? if so, what, and to what extent?	they have some means to the Extent of two hundred dollars besides the bounty and village lots.
9. What is their ability to labor for support? and what is the opportunity for such labor in their neigborhood?	her ability for labbour is good the oppor tunity for geting imployed in this neighbourhood is bad
10. What is the condition of each as to general health? and what has it been?	their general health is good
11. Have any of the family been accustomed to labor? if so, which and to what extent?	the woman was Raised to Labour for her suport
12. To what extent have the family been dependent on the volunteer for support?	the woman of Course was dependent on the man for her suport
13. Has the volunteer sent his family any part of his bounty money? if so, how much, and by whom?	She Sayes he has not Sent any Bounty home yet
14. Has the volunteer allotted any portion of his pay for his family? if so, how much, per month?	he has alotted some two hundred dollars for her suport other than the Bounty
15. Has the volunteer made any other provision or arrangement for the support of his family? if so, what?	he gets $3 00 per month house rent on one house and $2 50 on a nother which goes to his family while his abcent

Jacob Sells Supervisor of the Town of Greenville

Annex B: Specimen document with suggestions for educational use (from:; Kathleen Roe, Teaching with Historical Records. New York State Archives, Albany N.Y. 1981)

NOTICE TO CUSTOMERS OF REYNOLDS, ROGERS & CO.

Binghamton, New York: 1890

Questions to Ask/Points to Consider

1. What does "an unconditional surrender" refer to?

2. Why was this circular distributed?

3. What is the attitude of management toward the workers? List specific phrases that show this attitude.

4. Would the workmen agree with this circular? What might be the attitude of the people who read it?

5. If management had lost the strike, how do you think this circular would differ?

Extended Activities

1. Using contemporary newspapers, find out what the causes of this strike seem to have been. Notice whether the reporting is pro-labor or pro-management; this can bias the information. What were the workers' demands? What were the demands of management?

2. After researching the background of this strike, have students divide into groups representing labor and management and try negotiating a settlement.

3. Write this circular as it might appear if the workmen wrote it.

4. Have students interview people who have been involved in strikes, including both workers and management, and compare their comments to reports of strikes in the past. Students might then try to draw conclusions about similarities and differences in attitudes toward labor/management negotiations.

OFFICE OF

Reynolds, Rogers & Co.

WHOLESALE CIGAR MANUFACTURERS

G. T. Rogers
F. B. Reynolds
F. E. Lee

Binghamton, N.Y. October, 9, 1890

TO OUR CUSTOMERS AND FRIENDS:

We have sent you several circulars during this long strike, in order to keep you posted as to the prospects, and in each case have given the situation as near as we could foretell. You no doubt have seen by the Associated Press Dispatches that what there was left of the strike was declared off last Sunday, Oct. 5th.

"AN UNCONDITIONAL SURRENDER" was the only course left for the aggitators and leaders to pursue, as the Manufacturers have systematically fought this the longest strike of its size this industry has ever had in America, and the results were that at the end of fifteen weeks, all the factories were nicely running with a class of help that they could depend upon in the future.

We shall ship orders now on our books as rapidly as possible, in the order they come, and would ask you to please place our samples in the hands of your agents at once. In case you need new samples, please inform us and we will forward same.

KINDLY SEND IN YOUR ORDERS with dates for shipment as soon as possible, as we shall produce from seventy-five to one hundred thousand cigars a day, and shall try to be prompt in our shipments.

We are pleased to acknowledge the receipt, already, of a great number of letters of congratulation, with large orders enclosed. These many letters of encouragement and the generous treatment we have received from our many valued customers, together with the moral support our citizens and business men have given us, the justice of our laws (so long allowed to sleep in simular cases,) but so vigorously prosecuted by our able attorneys, and the unselfish, honorable and square manner our brother Manufacturers have stood by each other all through, has helped to win this strike and maintain the true American principle we so presistently fought for, the right of every man to manage his own business in his own way.

Believing this to be the end of strikes in Binghamton for some years to come, and that Binghamton is now on the eve of her brightest future, as the trade know well what they can depend on, and her products have proved their value. We would ask a further continuance of your valued trade.

Very sincerly yours,

REYNOLDS, ROGERS & CO.